



University of Applied Sciences  
Northwestern Switzerland

## **Guidelines for Layout, Organisation and Citation in Academic Papers (Harvard Style)**

Prof. Dr. Brigitte Sprenger  
School of Business  
September 2012

## Contents

1.	Introduction	3
2.	Harvard Style for Citation	4
3.	Layout, Process and Organisation	5
	3.1 General Layout	5
	3.2 Layout Cover Page	5
	3.3 Layout of Other Pages	6
	3.4 Processes and Organisation	8
	3.4.1 Outline	8
4.	Elements of the Paper	8
	4.1 Cover Page	8
	4.2 Abstract or Executive/Management Summary	8
	4.3 Declaration of Authenticity	8
	4.4 (Acknowledgements)	9
	4.5 Table of Contents	9
	4.6 Introduction	9
	4.7 Main Contents	9
	4.7.1 Literature Review/Theoretical Framework	10
	4.7.2 Methodology	10
	4.7.3 Findings	10
	4.7.4 Discussion/Analysis	10
	4.8 Conclusion	10
	4.9 Bibliography	11
	4.10 (Appendices)	11
	4.11 (List of Graphics; List of Terms, List of Abbreviations...)	11
5.	Sourcing	11
	5.1 Note-taking	11
	5.2 Bibliography	12
	5.2.1 Layout Bibliography	12
	5.3 Examples	13
	5.3.1 Books	13
	5.3.2 Articles and papers	14
	5.3.3 Internet and Multimedia	15
	5.3.4 Personal Communication, Interviews, Theses	17
	5.4 Graphs and Graphics/Images/Tables	18
	5.5 Citations in Text	18

5.5.1 Variations with author name	19
5.5.2 Quotations	20
5.6 Footnotes	21
6 Plagiarism	21
6.1 Consequences	21
6.2 Declaration of Authenticity	21
6.3 Academic Misconduct	22
Appendix A: Examples of Quoting, Paraphrasing and Summarising	23
Appendix B: Examples FHNW Cover Page layout	26
Appendix C: Example of body text layout with block quote and graph	28
Appendix D: Example of Declaration of Authenticity	29

---

## 1. Introduction

Academic papers adhere to a strict form regarding layout, organisation and citation. At this university the Harvard style is adhered to for citations. A School of Business template for layout and organisation is also set. Papers submitted by Business students in English<sup>1</sup> need to follow these styles and formats unless otherwise stipulated by the supervisor and/or the client.

An academic paper communicates results of research to a peer community. Its main aim is to communicate and therefore it must be:

- Clearly and logically organised and structured.
- Clearly written. Paragraphs and texts are individually and correctly organised. The use of language is grammatically correct and preferably concise and precise. The use of specific (technical or vocational) language is inevitable: it may be advisable to provide a Glossary of Terms.
- Texts are written in politically correct language: no sexist or racist terminology.
- Texts are correct in spelling and punctuation (use spellcheckers, grammar checkers and preferably proofreaders).
- All sources are fully cited (see Section 4 of this guide).

---

<sup>1</sup> In the BSc Business Administration (International Management) programme students submit two papers and the Bachelor thesis. In the MSc International Management programme students submit a research paper in semester 2 and a Master thesis. Students additionally need to produce a considerable number of academic written assignments.

All sources must be cited and cited correctly according to the Harvard style (see sections 2 and 5 in this guide). Failure to do so constitutes plagiarism and results in penalties (see Section 6 of this guide).

All sources must meet academic criteria. This means that sources included tend to come from journals, books, papers, respectable magazines or newspapers, conferences (in paper or in electronic form). Sources such as forums, wikis, (company, private or social media) websites or blogs may not meet academic, scientific or professional standards. Students are advised to approach such sources with caution.

## 2. Harvard Style for Citation

The Harvard style is not a style manual which, like MLA or APA, is owned, published and maintained by an organisation. Therefore there are no standard manuals. However, there are many excellent, detailed electronic guides to referencing in the Harvard style<sup>2</sup>. Thus, when these *Guidelines* do not give examples (cf. Section 5) electronic sites as are listed below can be referred to<sup>3</sup>. Please note that each university or organisation using the Harvard style has minor variations, especially regarding punctuation. It is best to follow the FHNW style; most important is to be consistent. Whichever pattern is adopted must be maintained throughout the paper.

Bournemouth University (Academic Services). 2007. *BU guide to citation in the Harvard style*. Available online at:  
[www.bournemouth.ac.uk/library/citing\\_references/citing\\_refs\\_main.html](http://www.bournemouth.ac.uk/library/citing_references/citing_refs_main.html) (Accessed 20 November 2008)

Dartmouth University. n.d. *Materials for Students*. Available online at:  
[www.dartmouth.edu/~writing/materials/student/toc.shtml](http://www.dartmouth.edu/~writing/materials/student/toc.shtml) (Accessed 6 January 2009)

Harvard Business School, 2012. *Citation Guide 2012*. Available online at  
[www.library.hbs.edu/guides/citationguide.pdf](http://www.library.hbs.edu/guides/citationguide.pdf) (Accessed 18 September 2012)

University of Leeds University Library. 2009. *Harvard style bibliographies and references*. Available online at: [www.leeds.ac.uk/library/training/referencing/harvard.htm](http://www.leeds.ac.uk/library/training/referencing/harvard.htm) (Accessed 23 November 2008)

University of Queensland Library. 2007. *References/Bibliography Harvard Style*. Available online at: [www.library.uq.edu.au/training/citation/harvard.html](http://www.library.uq.edu.au/training/citation/harvard.html) (Accessed 19 November 2007)

---

<sup>2</sup> There are, within the style, a number of variations. Different universities using Harvard style may have slightly different styles. Most of these differences are minor. Key is to be consistent with whichever variation is selected.

### 3. Layout, Process and Organisation

#### 3.1 General Layout

The standard layout for a paper at the School of Business FHNW is set out below. Slight variations are possible though these should be discussed with the client and supervisor. Consistency is important.

Paper format: The format is A4, if printed out then only on white paper and only printed on one side. Papers should be bound and not presented in a file.

Margins	left	2.5cm
	right	1.5cm
	top	3.0cm
	bottom	2.8cm
Spacing	body of text	1.5
	Footnotes	single
Emphasis	Capitals, italics and bold can be used for emphasis	
	NB italics (not underline) are used for main titles so avoid confusion	
	Underline is only used for URLs	

#### 3.2 Layout Cover Page

The cover page for papers submitted to the School of Business follows corporate style manuals. This page features<sup>4</sup>:

Logo	Top left-hand corner
Title of Paper	Middle centred /or flush left
Author(s)	Below title, centred/or flush left
Date	Below Author(s), centred/or flush left
Supervisor	Below Date, centred/or flush left
<i>(Study Programme) (Below Supervisor, centred or flush left below logo)</i>	

---

<sup>4</sup> For an example, see the cover page of this Guide and the Appendices.

Confidentiality If the paper carries confidentiality then this must be stated prominently on the cover page in the bottom third

### 3.3 Layout of other Pages

Following the cover page, a standardised layout should be used for the rest of the paper. It should have the following features<sup>5</sup>:

Header	FHNW School of Business top left-hand corner/or Title of Degree Programme; Title (or, short title) of Paper in top right-hand corner. 10pt (optional, in grey colour )
Margins	Left: 2.5 cm, right: 1.5 cm, top: 3.0 cm, bottom: 2.8 cm
Footer:	Authors at left; date in the middle; page (of page total) at right. 10pt (optional: in grey colour)
Body of Text	11 pt Ariel/Calibri/Helvetica, or 12pt Times New Roman.
Spacing	1.5 or double line spacing (except block citation)
Graph info	10 pt Arial/11pt Times New Roman
Footnotes	8pt Arial/9pt Times New Roman
Heading level 1	13pt Arial bold/14 pt Times New Roman bold
Heading Level 2	13 pt Arial/14pt Times New Roman
Heading Level 3	11pt Arial bold or italics/12pt Times New Roman bold or italics <sup>6</sup>

### 3.4 Processes and Organisation

Academic or professional research is complex and therefore needs to be methodical. The following table provides a guide to a standard process.

Papers need to be well organised at all levels to clearly navigate the reader through the argumentation and presentation. At the overall level this entails working with an Outline (see below) which will contain chapters clearly subdivided into sub-chapters which cover all elements of a chapter (research theme). Paragraphing is essential and each paragraph should have a topic sentence and then cover elements of that topic (only).

<sup>5</sup> The page layout in this *Guide* is according to the corporate style and can serve as a template.

<sup>6</sup> Academic papers do not have more than three levels of text. Headings and sub-headings are numbered decimally using Arabic numbers (no Latin numbers, no letters of alphabet)

Fig 1: Process Academic Paper

<b>Planning</b>	Task set	Determine framework, deadlines, quality, length
	Search for topic	
	Preliminary reading/research	
	Topic delimitation	
	Formulation thesis, research question	
Determine methods	Qualitative /quantitative	
<b>Research Proposal/Synopsis</b>	Systematic research	Select documentation methods, keep notes (categorise), collect bibliographical material, track progress
	Gather data	Desk research, exploratory interviews, experiments
	Synthesise, categorise, organise data, establish structure	Set up template, set up outline
	(Submit Proposal)	
<b>Writing</b>	Produce first draft	Gather feedback if there was no Proposal stage
	Refine content (second draft)	Ensure all data in place and under logical chapter. Ensure all citation in place.
	Refine language (third draft)	Paragraphing with topic sentences. Academic language, grammar, punctuation, spelling, etc
	Final proofreading	Peer review. Cross-check citations, numbering, pagination, labelling, etc
<b>Submission</b>	Final formatting. Binding if paper format	
	On or before time	
	Grading	
	Feedback	Client/Supervisor

Source: Author based on Kruse 2007:112

### 3.4.1 Outline

The outline is usually produced at the start of research and serves as the skeleton for the paper contents. The paper is divided into its constituent elements and numbered accordingly. Each element of the paper (cf chapter 4 below) is embedded in the outline and serves as placeholder until filled by content. Generally, the chapters in the main body of the paper are determined by the thesis or research question. The approved thesis or question is usually sub-divided into a set of 3-5 sub-theses or questions and these usually provide the chapter topics. Numbering and phrasing of chapters is consecutive, consistent and parallelised. The outline is later converted into the Table of Contents when the paper is finished.

## 4. Elements of the Paper

Papers submitted at the School of Business should have a standard Cover Page (see 3.2 above) and may have the following elements in the following order<sup>7</sup>:

- Cover Page
- Abstract/Executive Summary<sup>8</sup>
- Declaration of Authenticity<sup>9</sup>
- Acknowledgements
- Table of Contents
- Introduction
- *Bulk of Paper:*
  - Literature Review/Theoretical Framework
  - Methodology
  - Results/Findings (subdivided thematically)
  - Discussion
- Conclusion/Recommendations/Summary
- Bibliography
- Appendices
- Glossary of Terms, List of Figures/Tables, List of Abbreviations/Terms, Index

Not all of these elements will be included: The supervisor and content determine which elements are required. Short descriptions and guidelines for each of these parts are below.

### 4.1 Cover Page

For layout and content see 3.2 and for examples see Appendix B. If the paper is confidential this needs to be stated prominently.

### 4.2 Abstract or Executive/Management Summary

Academic papers have abstracts. Abstracts usually do not exceed 200 words and contain three sets of information: reason for research (thesis or question formulation), methods used

---

<sup>7</sup> The layout of this *Guide* is in accordance with the School of Business style.

<sup>8</sup> An Abstract is used for Academic Papers; an Executive Summary for Business Papers

<sup>9</sup> Elements such as the Statement of Authenticity, Glossary of Terms, Acknowledgements, List of Figures/Tables can be slotted in either at the start (e.g. just before or just after the Table of Contents) or at the end (just before or after the Bibliography)



and main findings. The abstract is laid out in 1-3 paragraphs – no headings or bulleting. As abstracts are generally uploaded into databases, keywords can be listed at the end.

Business papers have executive or management summaries. Such summaries can be up to two pages in length and aim to present executive with key findings and recommendations relating to the task set. A short formulation of reasons/motivation for research and methods used is followed by key findings. Recommendations may be bulleted. A financial summary is included where relevant.

### 4.3 Declaration of Authenticity

A short text, which must be signed by hand, testifying the paper is original, authentic and sourced. A sample declaration can be found in Appendix D. See also Chapter 6 of these Guidelines which covers the topic of plagiarism.

### 4.4 (Acknowledgements)

Where supervisors, clients or third parties were especially supportive and helpful, mention can be made of this in a short separate section which can be placed at the start or end of the paper.

### 4.5 Table of Contents

A full table of contents lists all elements, chapters and sub-chapters, and provides page numbers. The elements are numbered (cf 3.2 Outline) and these must be parallelised. For example:

- 1. Level 1
  - 1.1 Level 2
  - 1.2 Another Level 2
    - 1.2.1 Level 3
- 2. Level 1
- 3. Level 1
  - 3.1 Level 2
    - 3.1.1 Level 3
    - 3.1.2 Another Level 3

### 4.6 Introduction

A short segment (generally 1 – 2 pages) which leads the reader into the topic. An Introduction may present key themes, definitions or questions. It may entice interest by presenting recent statistics, unusual facts or facets. It may offer a bird's eye perspective of

the topic. Usually the full main research question or thesis will be stated here as well as a summary of methods (however the sub-questions and the detailed description of methods will normally be presented in other segments (see Main Contents).

## 4.7 Main Contents

The bulk of the paper and which elements are here included depend on the nature of the research. Usually it includes:

### 4.7.1 Literature Review/Theoretical Framework

In empirical papers, state of current knowledge and research on the themes to be examined is presented. Theories underpinning the topic, key experts and related data/findings related to the paper's research questions may be presented.

In qualitative papers where the entirety might comprise presenting textual data from other sources and the entire paper is a literature review, a theoretical framework can be presented. This might address the historical development or larger theoretical contexts.

### 4.7.2 Methodology

A full description of how research was conducted must be included. Each individual research question, task or problem is fully formulated and the precise method applied given (sample sizes, dates, places, software used, type of interview – full survey questions are usually appended - , models used for analyses, etc). Delimitations are declared.

### 4.7.3 Findings

This may constitute the bulk of the paper. Usually it comprises 2-3 chapters which cover the main research topics. In qualitative papers this will be the mostly textual analyses, evaluations and comparisons; in quantitative papers this is usually the presentation of data collected.

### 4.7.4 Discussion/Analyses

Whereas all previous sections of the academic research paper presented either neutral data or the opinions of those researched, this section enables the author to interpret and discuss results and findings.

## 4.8 Conclusion

Final conclusions, summaries of findings or recommendations are presented succinctly at the end. This section also often includes educated speculation on future developments or suggests possible further research.

## 4.9 Bibliography

All literature and data presented is sourced in Harvard Style. This not only includes books, articles, papers, statistics, journals and websites but also interview material, graphs, illustrations, etc. See Chapter 5 for fuller details and examples. The bibliography is alphabetical according to author surname or entry name as used contextually. Each entry is indented.

## 4.10 (Appendices)

Full research findings, interview transcripts, survey questions, codebooks and similar further and more detailed information which is relevant but not included in the main text can be appended.

## 4.11 (List of Graphics; List of Terms, List of Abbreviations, Index...)

Where appropriate or helpful for the reader, other elements can be included. Where there is a considerable collection of graphs and tables with statistical data, these can be listed including the titles and page numbers. Similarly in cases of a profusion of terminology or abbreviations, these can be collected and defined or explained in a separate list.

# 5. Sourcing

All sources (books, articles, websites, graphs, statistics, visuals, etc) must be sourced precisely enough in the text and then fully in the Bibliography/References<sup>10</sup> to enable a reader to easily track down the original.

## 5.1 Note-taking

To ensure the precision required in academic papers it is vital to take accurate notes. Advisable is a separate Bibliography card index<sup>11</sup>. Bibliography notes must include: author(s), year of publication, edition if applicable, title(s), place, and publisher. For websites include the full URL and the date you viewed this source. The precise way of listing sources in bibliographies according to Harvard style is shown in 4.2.

---

<sup>10</sup> A Bibliography includes all and any works consulted during the course of research including secondary data which may not be cited in the text. References only include sources cited in the text.

<sup>11</sup> Microsoft Office includes electronic management of sources and enables bibliography entries. A number of Harvard styles are included in the standard package (the Anglia version is closest to FHNW style. There are compatibility issues of this function in Mac OS. An alternative is using Mendeley Desktop, available under <http://www.mendeley.com/>

Equally important is systematic note-taking. Differentiate between your own idea/thought (note this down) and a note taken from a source. If the note is from a source, cross reference it clearly to your bibliography note. If you use any direct quote (a word, a phrase, a sentence or more) then clearly put this in citation marks in your note to prevent errors when transcribing. Ensure, if the note relates to an argument or theory, that the context is retained.

## 5.2 Bibliography

Bibliographies are ordered alphabetically according to the surname of the (main) author. Each entry is on a new line. Bibliography entries are **not** numbered or bulleted. Bibliographies are **not** segmented (e.g. one set for electronic sources, one for print sources).

Below are examples of the most frequently used types of publications set out as they should be set out in a Bibliography as well as an example of how the reference could be inserted into the text (contextual sourcing).

Bibliography entries in Harvard style follow the same basic pattern: surname and initials. publication date. *Italicised* title(s). Place: publisher.

### 5.2.1 Layout Bibliography

Each entry is indented. Main title (of book, journal) is in italics. Titles capitalised as in the publication, however, do not use all capitals even if this is the case in the original.

For electronic or new media sources the same basic pattern as for print material is followed with some additions: surname author and initials, publication date. *Italicised* title. Publisher (organisation). Type of medium (if applicable). Available online at: Site address. Date retrieved (e.g. Accessed, Retrieved or Viewed with the date in (round or square) brackets, e.g. (Accessed 12 November 2007). (*For examples see 5.3*)

Where authors are not known, the bibliography entry begins with the publication title or with the publisher. Where other details are not known, this is indicated by “no/not”. For example: No publisher. Date not known.

### 5.3 Examples

These *Guidelines* do not attempt to list every single type of publication. Students should consult the other online references mentioned under Section 2 or consult their supervisor. The rule of thumb is to follow the basic order (author, year, title, place, publisher) and to provide enough information to enable a reader to efficiently trace the original source. The examples below also indicate how the contextual citation might appear.

#### 5.3.1 Books

Type	Contextual	Bibliography
One author	According to Stenning (2002:65) language is ...	Stenning, K. 2002. <i>Seeing Reason: Language and Image in Learning to Think</i> . Oxford: Oxford University Press <b>Or OUP (cf below) – if using a common abbreviation then do so consistently</b>
Two authors	..at the start (Leedy and Ormrod, 2001:187).	Leedy, P.D. and Ormrod, J.R. 2001. <i>Practical Research: Planning and Design</i> . 7th ed. Upper Saddle River, NJ: Prentice Hall
Three authors	Jones, Kleinbock and Ashton (1999:32) confirmed this in their groundbreaking....	Jones, M., Kleinbock, P.P. and Ashton, S. 1999. <i>Psychological Approaches to Power</i> . Pittsburgh: WSP
Four or more authors	...often replaced (Cranshaw et al, 2003:54).	Cranshaw, P. et al. 2003. <i>Renaissance Painting in the Low Lands</i> . Cambridge: CUP <b>Up to 3 authors are mentioned; then either the leading author or the first listed is mentioned only, with et al representing the others.</b>
Multiple works by same author(s)	As Benning (2003a) further developed his theory...	Benning, T.J. 2003a. <i>Systematic Approaches</i> . Oxford: OUP Benning, T.J. 2003b. <i>Further Dimensions</i> . Oxford: OUP <b>Publications from same author in different years are differentiated (contextually) by different publication year. Different publications by same author in same year are allocated letters of the alphabet to differentiate.</b>
Unknown author/editor	..as defined by the <i>Oxford English Dictionary</i> (1990).	<i>Oxford English Dictionary</i> . 3rd ed. 1990. Oxford: OUP <b>Title is inserted into bibliography alphabetically</b>
Editor	..is relatively rare (Chandrasekaran and Glasgow, 1995:76).	Chandrasekaran, B. and Glasgow, J. (eds). 1995. <i>Diagrammatic Reasoning: Cognitive and Computational Perspectives on Problem Solving with Diagrams</i> . Cambridge: MIT Press
Organisation, institution, company	Strict guidelines can even be monitored (Australian Government Publishing Service, 1994:114).	Australian Government Publishing Service. 1994. <i>Style Manual for Authors, Editors and Printers</i> . 5 <sup>th</sup> ed. Canberra: APS
Contribution of chapters	This was confirmed by Coffin in 1999 (8).	Coffin, J. M. 1999. Molecular Biology of HIV. In: K.A. Crandell (ed). <i>The Evolution of HIV</i> . Baltimore: Johns Hopkins Press, pp. 2-10
Electronic	Miniskirts were part of this revolution (Mc Robbie, 1998:39).	McRobbie, A. 1998. <i>British Fashion Design: Rag Trade or Image Industry?</i> London: Routledge. Available online at <a href="http://leeds.etailer.dppl.net/Home/html/moreinfo.asp?isbn=0203168011">http://leeds.etailer.dppl.net/Home/html/moreinfo.asp?isbn=0203168011</a> (Accessed 31 May

		2006) <b>Full URL's are given if the reader will need this to find the original document. If the site navigation is clear and will lead to the source, then the main site URL suffices.</b>
Different editions	Similarly, Kottler and Keller (2998:66) found...	Kottler, P and Keller, K. 2008. <i>Marketing Management</i> . 13 <sup>th</sup> ed. Boston: Prentice Hall <b>The edition is not mentioned contextually: it comes after the title in bibliography. Not valid for 1<sup>st</sup> editions.</b>
Quotations within quotations	As Smith (2006:132) observes "a 'compassionate woman' is required for such roles." <b>(Nb single quotation marks are used for the quotation within quotation. The source will list where the quotation came from.)</b>	Smith, R. 2006. <i>Job Descriptions</i> . London: Routledge
Works cited in other works where original not traceable	A study by Smith (2004, cited by Chatwin 2009:34)....	Chatwin, T. 2009. <i>Experimental Documentation</i> . London: Blackwell
Kindle books	Within this context Jones (2008: Kindle 2267) claims...	Jones, G.R. 2008. <i>Bank Management</i> . London: Richard. D. Irwin Inc. Kindle edition <b>Or</b> Jones, G.R. 2008. <i>Bank Management</i> . Kindle ed. London: Richard. D. Irwin Inc.
Google books		Books in Google books will have an import function on the right (which also enable tracing a library copy or an Amazon copy). Go to "find this book in a library" which has functions to import details to your Bibliography (or to EndNote, RefWorks), click and select Harvard style.

### 5.3.2 Articles and papers

Type	Contextual	Bibliography
Article in Journal	In designing new approaches Eden, Williams and Smithin (1986:239) also considered....	Eden C., Williams, H. and Smithin, T. 1986. "Synthetic Wisdom: the design of a mixed mode modelling system for organizational decision making", <i>Journal of the Operational Research Society</i> . 37:233-241
Article in Journal (author unknown)	...such as evidenced in the <i>An Unknown Manuscript Catalogue of the Library of J.A. de Thou</i> (1968).	"An Unknown Manuscript Catalogue of the Library of J.A. de Thou." <i>The Book Collector</i> 17 (Summer 1968): 168-76 <b>Insert title alphabetically into Bibliography</b>
Conference Paper	Equally, Hartmann and Hartmann (2005:187) present conflicting evidence.....	Hartmann, H. and Hartmann, M. 2005. "Leaving Engineering: Gender Differences" ACEE Annual Conference <i>The Changing Landscape of Engineering and Technology Education in a Global World, June 12-15, 2005</i> . Portland, Oregon: ACEE <b>Where dates are given by the publishers (e.g. June 12-15 in example above) it is best to follow</b>

		<b>the format the publisher gives, even if not compatible with own format (e.g. 12-15 June)</b>
Article in electronic journal	...which was seen in the Doubleday case presented by Dobson (2005).	Dobson, I.R. 2005. Brain drain and brain gain: the challenges of internationalisation. <i>Conference paper at Trends in the Management of Higher Education on 25-26 August 2005</i> . Available online at: <a href="http://www.oecd.org/dataoecd/56/14/35322804.pdf">http://www.oecd.org/dataoecd/56/14/35322804.pdf</a> (Accessed 2 June 2009)
Newspaper article (by-line)	...as first reported by Tran (2007).	Tran, M. 2007. "Khmer Rouge Prison Chief faces Court". <i>The Guardian</i> . 20 November 2007, p. 2
Newspaper article, author unknown	Soon afterwards <i>The Guardian</i> (2007) also ran reports	<i>The Guardian</i> "Civil Servants join huge French Strike". 2007. 19 November 2007, p. 14 <b>Newspaper names (considered contextually as main title) are in italics</b>
Magazine article	Samuelson (2007) reported that.....	Samuelson, R. 2007. "Crude weapon wields global power". <i>The Australian Financial Review</i> . November 2007, pp. 21-24

### 5.3.3 Internet and Multimedia

The general rule is to list items from the internet in the same style as for other publications. The same information is provided in the same order. Reputable sites will usually contain this information (author, publisher, date). Additionally, the date of accessing (also referred to as retrieving or viewing – select one of these terms and then use consistently) the site must be stated in round or square brackets and the full URL provided (unless the original is easily found on the site, in which case just the main URL can be given).

In the table below, a number of sources have been listed where the content **may not** meet academic standards (e.g. Twitter, Youtube). Students are advised to be extremely critical when using content from such sources, preferably only use such content for preliminary reading and then gather evidence from more respected sources. However, for certain topics (e.g. the client uses such media for PR or marketing purposes, a respected expert's blog etc), such sources can legitimately be cited.

Type	Contextual	Bibliography
Online newspaper article	Peston (2007) remarked on...	Peston, R. 2007. "The Citi Tsunami" in "Peston's Picks", <i>BBC News</i> . 20 November 2007. Available online at: <a href="http://www.bbc.co.uk/blogs/thereporters/robertpeston/2007/11/the_citi_tsunami.html">http://www.bbc.co.uk/blogs/thereporters/robertpeston/2007/11/the_citi_tsunami.html</a> (Accessed 20 November 2007)
Online encyclopedia entry	...born in 1694 (Voltaire, 2007).	"Voltaire". 2007. In: <i>Encyclopædia Britannica</i> . Available online at: <a href="http://www.britannica.com/EBchecked/topic/6324">http://www.britannica.com/EBchecked/topic/6324</a>

		<a href="#">88/Voltaire</a> (Accessed 21 December 2007)
Online column/opinion/blog	Further increases were noted later that year (Scofield, 2006).	Scofield, J. 20 May 2006. "Yahoo is winning tin the portal wars". <i>GU technologyblog</i> . Available online at: <a href="http://blogs.guardian.co.uk/technology">http://blogs.guardian.co.uk/technology</a> . (Accessed 23 May 2008)
Film	He next appeared in <i>Ghandi</i> (1982).	<i>Ghandi</i> . 1982. Columbia Pictures. (DVD) <b>Occasionally, dependant on focus, the name of the director can be used as the author entry (clearly this name is then used contextually and the bibliography is under that name)</b>
Television broadcast	The news broke in the 6pm headlines (BBC News, 2006).	BBC News. 23 May 2006. <i>News at Six</i> . Eruption Mt Cleveland in Alaska
TV advertisement	...went on to win several awards (Cadbury, 2009).	Cadbury. 2009. Young boy and girl with eyebrows dancing along to music. 30 second advertisement. Glass and a Half Full Productions. Screened ITV1 4 April 2009 8.23pm
Cd-rom	..as illustrated in the Sioux textile included in Appleton's collection (2005:76).	Appleton, L.R.H. 2005. <i>Appleton's American Indian Designs</i> . Mineola, NY: Dover Publications. (CD-ROM)
Song/music	This theme of mistakes being "rehashed and replayed" was returned to in 2001 (Williams).	Williams, R. 2001. "Road to Mandalay", <i>Sing when you're winning</i> . EMI. (CD)
Website	...where a Jubilee Fund was set up (Credit Suisse website 1997-2010).	Credit Suisse. 1997-2010. Jubilee Fund. Available online at <a href="https://www.credit-suisse.com/citizenship/en/jubilee_fund.js">https://www.credit-suisse.com/citizenship/en/jubilee_fund.js</a> . (Accessed 20 May 2010)
Youtube	...as Porter stated in 2008.	Porter, M. 2008. Columbus Partnership Lecture on 28 August 2008 on Competitiveness. Available online at <a href="http://www.youtube.com/watch?v=y5l_cnpP99U">http://www.youtube.com/watch?v=y5l_cnpP99U</a> . (Accessed 20 May 2010)
Facebook	...to notify of new acquisitions at the library (FHNW Bibliothek. 2010)	FHNW Bibliothek. 2010. Facebook FHNW Bibliothek Olten. Available online at <a href="http://www.facebook.com/search/?o=69&amp;sfxp=1&amp;c1=1&amp;c2=10#!/pages/Olten-Switzerland/Bibliothek-FHNW-Olten/347668595255">http://www.facebook.com/search/?o=69&amp;sfxp=1&amp;c1=1&amp;c2=10#!/pages/Olten-Switzerland/Bibliothek-FHNW-Olten/347668595255</a> . (Accessed 5 May 2010)  <b>or</b> FHNW Bibliothek. 2010. Facebook FHNW Bibliothek Olten. Available online at <a href="http://www.facebook.com">www.facebook.com</a> . (Accessed 5 May 2010) <b>Where search options are clear, it is possible to just give the main site address.</b>
Twitter	..whose death was also mourned by London mayor Boris Johnson (2010).	Johnson, B. 2010. Twitter Mayor of London. Available online at <a href="http://twitter.com/mayoroflondon">http://twitter.com/mayoroflondon</a> <a href="#">08:49</a> 19 April 2010. (Accessed 10 May 2010)
Company/author/organisation news release	...this agreement (Albanese 2009).	Albanese, A. 2009. <i>Fairer compensation for air travellers</i> . Media release 29 January 2010. Minister for Infrastructure, Transport, Regional Development and Local Government. <a href="http://www.minister.infrastructure.gov.au/aa/releases/2009/January/AA007_2009.htm">www.minister.infrastructure.gov.au/aa/releases/2009/January/AA007_2009.htm</a> . (Retrieved 2 April 2009)



### 5.3.4 Personal Communications, Interviews, Theses, Papers, Reports, Patents

A great variety of less common sources are listed below but not all can be mentioned. Source types not listed should follow the basic patterns and simply provide enough details to enable a reader to quickly find the original. It is also possible to refer to the other guides mentioned on pp. 4-5.

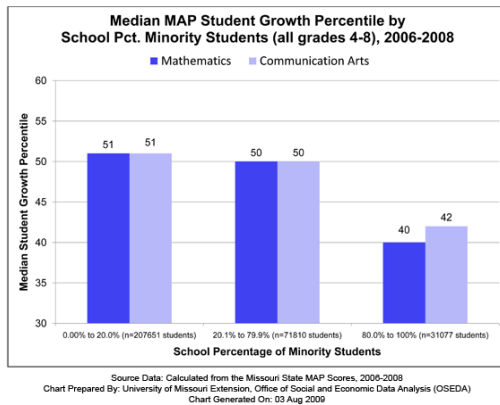
Type	Contextual	Bibliography
Letter, email	No recorded incidents were available for that year (Pritchard 2005).	Pritchard, S. 2005. <i>Your request for Information about ISO Standards</i> . Message to: Margaret Morrison. 18 February 2005. ( <i>Personal communication</i> )
Interview	When interviewed on 4 August 2003 Rickman reiterated his viewpoint that....	Rickman, A. 2003. Interview with the author on 10 August 2003. Hunstanton, UK. ( <i>Digital recording in possession of author</i> )
Thesis (published)	..researched in depth in Hateley's thesis (2009).	Hateley, E.2009. <i>Shakespeare's Daughters: Children's Literature and the Production of Gendered Readers</i> . New York: Routledge
Paper (not published)	Johnson (2007) explored this theory in ...	Johnson, F. 2009. "Transport Clusters in Spain". Unpublished semester paper. Available at the FHNW Library, Olten ( <a href="http://www.fhnw.ch">www.fhnw.ch</a> ) <b>Main title is not italicised but put in quotation marks</b>
Patent	...in transmission systems (Cookson 1985).	Cookson, A.H. 1985. <i>Particle trap for compressed gas insulated transmission systems</i> . US Patent 4554399
Report	This was also noted in the UN <i>World Water Development Report</i> (2009).	United Nations. 2009 <i>UN World Water Development Report</i> . 3 <sup>rd</sup> ed. Available online at <a href="http://www.unesco.org/water/wwap/wwdr/">http://www.unesco.org/water/wwap/wwdr/</a> . (Retrieved 4 June 2009)
Interview (confidential)	Such practises were mentioned by Pharma1 (2012)	Pharma1.2012. Interview 23 March 2012 (transcript in possession of author; identity known to author) <b>See p.17 for guidelines on anonymisation</b>
Legislation	...as was stipulated in the 2007 revised European Commission legislation (Council Regulation 2007).	Council Regulation (EC) 834/ 2007. Regulation of 28 June 2007 on organic production and labelling of organic products and repealing Regulation 2092/91. Available in the Official Journal of the European Journal at <a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2007:189:0001:0023:EN:PDF">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2007:189:0001:0023:EN:PDF</a> . (Retrieved 3 May 2010)
Lecture notes	As Domenghino (2008) emphasised...	Domenghino, M. 2008. "International Marketing" lecture notes. Distributed on 12 October 2008. FHNW School of Business

### 5.4 Graphs, Tables and Graphics/Images

All graphs, graphics, images, tables are sourced. For all visuals, the term Fig. (abbreviation for figure) is used and a chronological number is allocated. This is

immediately followed by the Title given. Below the visual the source is given. For example:

Fig. 3: Student Growth in Missouri



Source: University of Missouri

This source is linked directly to a Bibliography entry (that means under the name cited there is the bibliography entry. In the example above this would mean under University of Missouri). If the graph is your own, give “Author” as the source. If your graph includes sets of data from other sources, this must be mentioned (e.g.: Source: Author based on data from the Bundesamt für Statistik)

### 5.5 Citations in Text

Any information which comes from a source other than yourself must be cited when referred to in the paper. This is done by supplying the surname of the author, the year of publication and the page number in your text. The citation must come as soon as possible (normally in the first sentence of your paragraph). If you then continue citing this source, you may need to restate that you are still referring to the same source after a few sentences. You can use the term “ibid.” (meaning: in the aforementioned place, i.e. the same source as before) but would need to add a new page number if applicable. Alternatively, try to embed the fact that you are still using the same source into your sentence (e.g. “Furthermore, Smith established ...”, “It was also found...”). As soon as you cite from a different source, this must be indicated immediately. Only if the reference to the source is general (for instance, referring to

an overall theory or summary which the author presents in an entire work) can the specific page number be omitted.

It is always ideal to embed the citation within the flow of your text. Some examples:

*As Leedy noted (2001:154) a model must be...*

*Models are best developed after hypotheses have been articulated (Leedy, 2001:154).*

*According to Leedy (2001:154) .....*

*Development of models, as Leedy (2001:154) asserts, are best left to post hypothesis formulation stages.*

If the source cannot be supplied within the sentence, then all details are given at the end of the sentence in round parentheses. The full stop, indicating the end of the sentence, comes after the citation. Example:

*Models are best developed after the hypotheses have been formed (Leedy, 2001:154).*

Embedding citations requires considerable skill and practice. Students are advised to attend courses in academic writing, take advantage of coaching or tutorials, collaborate with fellow students for proofreading, etc. Resource sites like [www.uefap.com](http://www.uefap.com) (Use of English for Academic Purposes) or the language centres at some academic universities can offer additional support .

See Appendix A for further guides on paraphrasing, quoting and avoiding plagiarism when doing so.

### **5.5.1 Variations with author name in contextual citation**

If you cite from more than one work by the same author(s), allocate alphabetical lettering (e.g. *Leedy (2001a:154) believes that ....*) to each of these separate works.

In situations where there is no author or the author is not known the title of the work or the publication can be used instead. In such cases the bibliography entry must come under that same name.

Where authors share a surname and initial, provide full first name(s).

Where the author is known but must be kept anonymous (confidential interviews), a pseudonym is allocated. Ideally a pseudonym is selected which will not lead to (insider) identification but relates to the interview context/topic: an interview with a sales manager on distribution from a car parts manufacturing company could be allocated the pseudonym Sales1 or CarParts1 or Distribution1.

Where the citation refers to a work referred to within another work, both (sets of) authors are cited: (Johnson, 2003 as cited in Meesters, 2010:322). Both works are entered in the Bibliography. However, such citations should be avoided and where possible, the original should be consulted.

### **5.5.2 Quotations**

Direct quotations are clearly signposted. If the quotation is one line or less, incorporate it within the body of text in quotation marks. Cite as usual. If it is longer, then leave an empty line, insert the quote in indented block text, single-spaced and leave an empty line before continuing with the body of text. The source in a block text is not embedded but provided at the end of the quotation (please note punctuation).

Examples:

According to Edwards (2006:17) an “author must still be acknowledged” each time he or she is mentioned at the start of a paragraph.

Or (a block quote)

Where a paragraph or section paraphrases an author’s view, the author must still be acknowledged in the first sentence of the relevant paragraph or section. The rest of the paragraph or section is automatically attributed to the same source until a new source is acknowledged. (Edwards, 2006:17)

## 5.6 Footnotes

Footnotes may be used to provide extra information, background information, details. Use clear, consecutive numbering for such notes. Pertinent background information which is of considerable length is usually provided as an Appendix. Typically a survey codebook or an interview transcript would be provided as an appendix.

Endnotes are not used. Footnotes are not used to provide references within the text.

## 6. Plagiarism

It is a distinguishing criteria of research, academic and business papers that they provide an overview of knowledge and publications in the subject area selected. It is therefore vital to quote and refer to other works. This is not plagiarism; this is a positive, commendable element.

Only if these references and quotations are not properly sourced does it become plagiarism.

Plagiarism is theft. It is passing off another person's words, ideas, work as your own. You plagiarise when you write down another person's words and do not accredit this author. Plagiarism can also refer to pictures, lyrics, ideas, a lecturer's comment, an apt expression from an email, a piece of music or art. Plagiarism falls under Copyright Acts or Intellectual Property laws and is therefore illegal. It is also highly unprofessional and affects your reputation or the reputation of this university.

To avoid plagiarism, keep precise notes, place quoted words or texts in quotation marks, attribute the source directly in the text and provide a full bibliography.

Please note that the School of Business routinely runs plagiarism checks using software. Additionally, for some papers or theses a plagiarism software check is standard on all submissions.

### 6.1. Consequences

If plagiarism is found in a student's work there are consequences. These are in relation to the amount of plagiarism, the level of studies and the topic. Penalties

range from removal of academic title, expulsion, rejection of paper with short period to re-submit, grade 1.

## 6.2 Declaration of Authenticity

In keeping with best practice, students include a declaration of authenticity at the start (or end) of the paper. A sample statement can be found in Appendix D. All copies of the paper submitted to the university or the clients must be signed by the author (or in case of group papers, all authors).

## 6.3 Academic Misconduct

Apart from plagiarism, other academic misconduct is also not tolerated by the school. Falsification or fabrication of data or unacknowledged collusion in academic papers or theses is penalised.

---

## Appendix A: Further information on Quoting, Paraphrasing and Summarising

Do not quote at great length. You should pass on most information in your own words. If some words, a phrase or a paragraph is especially poignant or important then quote precisely. Examples (always boxed):

Parenthetical, short quote within own text, quote marks around exact quotes:

Generally, Gibaldi recommends not “reproducing any unusual typographical characteristics” when referring to titles (2005:56).

In the Bibliography then, you have the full entry (note that the entries are indented to enable quick location alphabetically of the author):

Gibaldi, J. and Ahtert, W.S. 2005. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America

Parenthetical, longer quotation, no quote marks, indented as a whole (so-called block quote), one empty line before and after:

Although Wal-Mart has been operating in India since 2001, regulations have kept  
Operations limited:

Foreign retailers can only operate in India as wholesalers, and local shopkeepers want to keep it that way. Kishore Biyani, founder of Pantaloon Retail (India) Ltd., the country's top chain with some \$450 million in annual revenue, has been pressing New Delhi to keep Wal-Mart out. "We are trying to close the back door and the front door," he says. (Kripalani 2006:32)

This has resulted...

And in the Bibliography:

Kripalani, M. 2006. "Wal-Mart: Rapping On India's Door" *Business Week Online*. 1 May 2006. Available online at [http://businessweek.com/magazine/content/06\\_18/b3982069.htm](http://businessweek.com/magazine/content/06_18/b3982069.htm) (Accessed 23 June 2008)

The main thing to remember is to reference clearly and succinctly so that your reader can track the original.

If you alter the quotation there are standard ways to indicate this:

- Leave out words – use ellipsis (three dots) such as “a horse .... A kingdom for a horse”
- Insert an explanation by using square brackets (these always indicate editorial comment) such as: this lead to the abbreviation of Gruezi [*short for Gruss Gott, meaning Greet God*] and therefore....
- Insert the Latin signal word “sic” (really like this) if there is a mistake or oddity in the original “and the hannkerchif [*sic*] was used”
- Underline words or place words in italics to indicate emphasis or importance but then immediately add square bracket explanation, e.g. “and the *original* [*author emphasis*] version is...”

## Paraphrasing

Paraphrasing means putting into your own words – it is therefore the most acceptable method of supporting your thesis. It usually conveys the original idea in fewer words but will also reflect your own voice. You source the original within the body of your text within the paraphrase. Should you adopt the exact phrasing of the original at certain points, these are then quotations and must be incorporated in that style.

As a guideline on how and how not to paraphrase (and attribute) study the example below from <http://www.utoronto.ca/ucwriting/paraphrase.html> (viewed 24 April 2006)

The original passage is from Oliver Sacks' essay "An Anthropologist on Mars":

The cause of autism has also been a matter of dispute. Its incidence is about one in a thousand, and it occurs throughout the world, its features remarkably consistent even in extremely different cultures. It is often not recognized in the first year of life, but tends to become obvious in the second or third year.

Though Asperger regarded it as a biological defect of affective contact—innate, inborn, analogous to a physical or intellectual defect—Kanner tended to view it as a psychogenic disorder, a reflection of bad parenting, and most especially of a chillingly remote, often professional, "refrigerator mother." At this time, autism was often regarded as "defensive" in nature, or confused with childhood schizophrenia. A whole generation of parents—mothers, particularly—were made to feel guilty for the autism of their children.

What follows is an example of **illegitimate paraphrase**:

The cause of the condition autism has been disputed. It occurs in approximately one in a thousand children, and it exists in all parts of the world, its characteristics strikingly similar in vastly differing cultures. The condition is often not noticeable in the child's first year, yet it becomes more apparent as the child reaches the ages of two or three. Although Asperger saw the condition as a biological defect of the emotions that was inborn and therefore similar to a physical defect, Kanner saw it as psychological in origin, as reflecting poor parenting and particularly a frigidly distant mother. During this period, autism was often seen as a defense mechanism, or it was misdiagnosed as childhood schizophrenia. An entire generation of mothers



and fathers (but especially mothers) were made to feel responsible for their offspring's autism (Sacks, 2003: 247-48).

Most of these sentences do little more than substitute one phrase for another. An additional problem with this passage is that the only citation occurs at the very end of the last sentence in the paragraph. The reader might be misled into thinking that the earlier sentences were not also indebted to Sacks' essay.

The following represents a **legitimate paraphrase** of the original passage:

In "An Anthropologist on Mars," Sacks (2003) lists some of the known facts about autism. We know, for example, that the condition occurs in roughly one out of every thousand children. We also know that the characteristics of autism do not vary from one culture to the next. And we know that the condition is difficult to diagnose until the child has entered its second or third year of life. As Sacks points out, often a child who goes on to develop autism will still appear perfectly normal at the age of one (247).

Sacks observes, however, that researchers have had a hard time agreeing on the causes of autism. He sketches the diametrically opposed positions of Asperger and Kanner. On the one hand, Asperger saw the condition as representing a constitutional defect in the child's ability to make meaningful emotional contact with the external world. On the other hand, Kanner regarded autism as a consequence of harmful childrearing practices. For many years confusion about this condition reigned. One unfortunate consequence of this confusion, Sacks suggests, was the burden of guilt imposed on so many parents for their child's condition (247-448).

## Summarising

A summary, or *précis*, considerably shortens the original – usually the main ideas of an extensive work. Summarising in your note taking, especially in early research, can be very helpful. There should be very little summarising in your final paper. Again, any original phrases must be presented as quotes.

*Appendix B: Title Page Example 1 (NB NO headers/footers on cover page as information already there)*

# **Swiss Watch Industry: The Pirate Version**

## **Copycat Cluster in Taiwan**

By

**Mary Jones**

**Susan Strong**

**Mark Black**

**20 April 2005**

**International Management 2.3**  
**Supervisor: Prof. Dr. John Doe**

## Title Page Example 2

Student Paper/Bachelor Thesis  
Spring 2009

**Main Title**  
(sub-title)

Daniel Müller  
Sonja Meyer

Prof. Dr. Maja Baker

Basel, 12 May 2009

**Appendix C: Example of body text layout including a block quote and a graph**

University of Applied Sciences  
Northwestern Switzerland

Organic Food

better taste.” Many international have shown that for most consumers freshness is an important reason to buy organic food. (Lohr, 2001)

Figure 3: Research Methodology

Literature Review <hr/> market analysis <hr/> analyzing studies <hr/> media search	Field Research <hr/> price comparison <hr/> interviews <hr/> online survey <hr/> in-depth interviews	Results & Analysis <hr/> Hypothesis development <hr/> Discussion of results <hr/> Interpretations/Conclusions
--	---	---

Source: Authors

Figure 3.1 shows graphically how our research project has been conducted and how we came to our final results.

### 3.2. Literature Review

Articles on organic food seem omnipresent in the media these days. For the expert interviews and surveys it was necessary to understand how the media and news perceive organic food. During a period of several months many articles have been collected and read which helped to integrate the most recent media concerns and get a broad knowledge about the subject as well as the perception of organic food from the point of view of the media.

The sharp increase in biological food production began about thirty years ago in northern Europe and began to spread to northern America about ten years later (Smith and Smith, 2003, pp 22-24).

There were a diverse range of reasons for this sharp increase and Holbert (1999) believed it is closely affiliated to the general affluence levels, the outbreak of a number of diseases and

XX, XX, XX,XX
21/11/2007
23/45

## **Appendix D: Declaration of Authenticity**

I (we) the undersigned declare that all material presented in this paper is my (our) own work or fully and specifically acknowledged wherever adapted from other sources.

I (we) understand that if at any time it is shown that I (we) have significantly misrepresented material presented here, any degree or credits awarded to me on the basis of that material may be revoked.

I (we) declare that all statements and information contained herein are true, correct and accurate to the best of my (our) knowledge and belief.

Name

Date

Signature